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ABSTRACT

This report examines public policy supports that might help adolescents make the transition to the workplace or future schooling. In the first section of the report, a statement of belief concerning the school's role in the transition process is presented. The second section reviews the crisis in transition supports. It itemizes the student view, the business view, and the higher education view. It is noted that a growing number of students leave school poorly equipped to make a smooth transition to the world of work or to perform successfully in postsecondary education. Students express concerns about the extent to which high schools help facilitate student transitions. The third section addresses student needs for prevention and intervention that bring about smooth transitions from schooling to future endeavors. The critical need for expanded pupil services programs in the schools is noted and a special section is devoted to students who leave school before graduation. Twelve reports further research findings, while appendix B highlights several programs around the country that support students in transition. (RH)

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# ON THE BRINK

## STUDENTS AT RISK DURING TIMES OF TRANSITION

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# ON THE BRINK

## TECHNICAL TEAM REPORT

**Addressing the Needs of
At-Risk Students During
Times of Transition**

**Submitted to**

**The Commission for Students At Risk
of School Failure**

## FOREWORD: TO THE COMMISSION FOR STUDENTS AT RISK OF SCHOOL FAILURE

The Transition Technical Team was charged with the responsibility to develop a position paper for presentation to the Maryland State Department of Education Commission for Students At Risk. This paper addresses what Maryland schools need to do to ensure that students make a successful transition from school into the world of work and/or post-secondary educational experiences.

The Transition Technical Team investigated five questions in responding to this charge:

1. **What indicators show that students are experiencing difficulty making the transition from school to work or post-secondary education?**

2. **What transition support do all students need?**

3. **What transition support do students demonstrating at-risk behaviors need?**

4. **What responsibility does the school have to students who have left the educational system prior to graduation?**

5. **How can schools ensure adequate support to students as they progress through different transition phases?**

The Maryland State Department of Education is appreciative of the commitment and untiring efforts of the Transition Technical Team. Each member shared experience from years in the field of education and provided a unique perspective for addressing the very important topic of student transitioning. Team members included:

Dorothy Harvey, Chairperson, Prince George's County Public Schools

Geneva Cannon, Worcester County Public Schools
DeWitt Clark, Harford Community College
Nancy Colmer, Cecil Community College
Dave David, Student, Baltimore City Public Schools
Charles Dorsey, Calvert County Public Schools
Yvonne Hamilton, Baltimore City Office of Employment Development
Bonita Meyer, Washington County Board of Education
Yvonne Moten, Baltimore Gas and Electric Company
Irene Penn, Maryland State Department of Education
Eugene Streagle, Howard County Public Schools
Charles Talbert, Maryland State Department of Education
Richard Towers, Montgomery County Public Schools
Gregory Toyer, Student, Baltimore City Public Schools
Carl Wheeler, Baltimore City Office of Employment Development
Dwayne Whittington, Somerset County Public Schools

We especially want to thank Dorothy Harvey, whose leadership, dedication, and commitment to the task was a key factor in the successful work of the Team. Also Irene Penn and Charles Talbert devoted many hours of work, researching and drafting the report.

Phyllis Sunshine
Pupil Services Branch
Staff to the Commission

# TABLE OF CONTENTS


| | PAGE |
|---|---|
| EXECUTIVE SUMMARY | vii |
| WHAT WE BELIEVE | 1 |
| THE CRISIS. | 3 |
| Student View | 3 |
| Business View | 3 |
| Higher Education View | 4 |
| HOW SCHOOLS SUPPORT STUDENT TRANSITIONS TO THE WORLD OF WORK AND POST-HIGH-SCHOOL EDUCATION | 5 |
| SCHOOL RESPONSIBILITIES TO THOSE WHO DROP OUT | 8 |
| THE BOTTOM LINE: MEETING THE NEEDS | 9 |
| APPENDICES | |
| A. Highlights of Research | 10 |
| B. Promising Programs and Practices | 14 |

# EXECUTIVE SUMMARY

## TECHNICAL TEAM REPORT

### Addressing the Needs of At-Risk Students During Times of Transition

An increasing number of young people fail to fulfill expected adult roles. This report examines public policy supports that might assist adolescents in transitioning to the workplace or to future schooling.

In the first section of the report,the team presents a "We believe" statement about the school's role in the transitioning process:

- **All students could become at risk if certain prevention strategies and support systems are not provided by the home school and community environments.**

- **Students who make successful transitions from one learning level to the next have an improved chance of successfully transitioning from school to work and/or further education.**

- **Students are capable of self-satisfying and productive employment.**

- **Students can learn to adapt to a series of transitions.**

- **Many students need supplemental experiences. Some may need more intensive support to apply school-based learning to post-graduation plans.**

- **Transitionactivities must be an integral part of the instruction and support programs.**

Section Two reviews "The Crisis" we face in transitioning supports. It itemizes the student view, the business view, and the higher education view. It notes that a growing number of students leave school poorly equipped to make a smooth transition to the world of work or to perform successfully in post secondary educational experiences. Students express concerns about the extent to which high schools help in transitioning students. They also observed that few, if any, work site experiences complimented their transition. Businesses cite well-documented reports of ill-prepared and ill-educated employees. Higher education also notes the growing number of youth requiring remediation before entering higher learning courses.

Section Three addresses what students need in the areas of prevention and intervention to effect smooth transitions from schooling to future endeavors. The Team notes the critical need for expanded pupil services programs in the schools. It also documents more emphasis needs to be placed on how school learning relates to the world of earning. It advocates this integration of learning at each level of the student's learning.

The Team devotes special attention in regard to students who leave school before graduation. If funding for K-12 were re-examined, we might find ways to provide financial support for the education of students who would return to school after leaving. Current evening/GED efforts are funded to address the needs of only a few students.

Finally, the last section of the report presents a summary discription of what else needs to be done. To meet the needs of Maryland's students will require serious rethinking in the ways schools operate. School policies, procedures, organizational structures, curriculum, community outreach, staff development, and youth entitlements are some of the areas that must be analyzed. The Team recommends:

*CURRICULUM FRAMEWORKS SHOULD INFUSE CAREER DEVELOPMENT AT EACH LEVEL OF LEARNING.*

*INDIVIDUAL CAREER DEVELOPMENT PLANS SHOULD BE MEANINGFULLY DESIGNED, IMPLEMENTED, AND UPDATED FOR STUDENTS AT EACH LEVEL OF THE LEARNING CONTINUUM.*

*INCREASED PARENTAL INVOLVEMENT SHOULD BE GIVEN PRIORITY IN ALL ASPECTS OF TRANSITION SUPPORT EFFORTS.*

*EACH SCHOOL SHOULD DEVELOP A COMPREHENSIVE STRATEGY FOR CAREER AND EMPLOYABILITY DEVELOPMENT BASED ON LOCAL NEEDS AND INPUT.*

*CONSIDERATION SHOULD BE GIVEN TO EXPANDING CERTIFICATION REQUIREMENTS. AT LEAST ONE CAREER EDUCATION COURSE SHOULD BE COMPLETED BY ALL TEACHERS, COUNSELORS, AND ADMINISTRATORS , OR EXTENSIVE STAFF DEVELOPMENT SHOULD BE PROVIDED.*

*MORE PUPIL SERVICES SUPPORT SHOULD BE PROVIDED THROUGH REDUCED RATIO OF STUDENTS TO PUPIL SERVICES STAFF (E.G., COUNSELORS, PUPIL PERSONNEL WORKERS, SCHOOL PSYCHOLOGISTS, AND HEALTH PROFESSIONALS).*

*RESOURCES SHOULD BE MADE AVAILABLE TO INCREASE TEAM BUILDING AMONG ALL SCHOOL STAFF. THIS WOULD CONTRIBUTE TO IMPROVING OVERALL PUPIL SERVICES EFFORTS.*

*STATE AND LOCAL EDUCATION AGENCIES SHOULD RE-EXAMINE POLICIES AND PROCEDURES THAT MAY CAUSE BARRIERS TO STUDENT ACCESS OF SERVICES. THIS WILL HELP STUDENTS OVERCOME SPECIAL TRANSITION CHALLENGES.*

*PROGRAMS AND PROJECTS SHOULD BE DEVELOPED AND IMPLEMENTED. TO SUPPORT EFFECTIVE TRANSITIONING, A MECHANISM SHOULD BE PROVIDED FOR REPLICATION OF THOSE PROGRAMS AND PROJECTS.*

*STUDENTS SHOULD BE ENSURED ONGOING OPPORTUNITIES FOR DEVELOPING AND REFINING THEIR SKILLS IN THE USE OF EMERGING TECHNOLOGIES.*

*A REEXAMINATION OF THE K-12 PUBLIC SCHOOL FUNDING FORMULA SHOULD BE DONE TO GUARANTEE EDUCATIONAL OPPORTUNTIES FOR ANY INDIVIDUAL RETURNING TO SCHOOL TO EARN A HIGH SCHOOL DIPLOMA REGARDLESS OF THEIR AGE.*

*JOINT PROGRAMS SHOULD BE DEVELOPED FOR STUDENTS WITH BUSINESSES AND COMMUNITIES, SUCH AS MENTORING, COMMUNITY SERVICE, AND WORK EXPERIENCE ACTIVITIES.*

Appendix sections catalog promising programs and practices for reference by the Commission as well as statements describingthe urgency of the current problem. Jobs are changing; workforce demographics are changing. There is a growing mismatch of workplace needs and workforce capacities. We need to change to accommodate the needs of our changing world and the adolescents in our care.

# WHAT WE BELIEVE

Transitioning from high school to work and/or further education is a period of significant change for youth. While the transition years typically are viewed as the years closest to leaving school, the foundation of experiences provided in earlier years greatly influence transition success. It is essential that schools accept a prominent role in helping students prepare for this transition and in supporting students as they formulate post-graduation plans.

The school community can only be successful in helping students in transitioning if they believe that:

- **All students could become at-risk if certain prevention strategies and support systems are not provided by home, school, and community environments.**

  Transition issues surface much earlier than is commonly thought. Children demonstrate separation anxiety during their first weeks and months of school. Their struggle to adjust may continue throughout schooling from year to year, grade to grade, teacher to teacher, from self-contained classrooms to flexible space or multiple classroom locations. Each new environmental configuration poses a separate challenge to students and introduces a potential loss of identity. De-personalization should not be considered an inescapable by-product of the transitioning process. Yet, the cumulative impact of transitioning is a sense of de-personalization. Often that impact is not discerned until many years later. To avoid transition dysfunction, students need readiness experiences. They also need strong, consistent support from parents, schools, and the community.

- **Students who make successful transitions from one learning level to the next have an improved chance of successfully transitioning from school to work and/or further education.**

  Appropriate developmental support should be provided at each transition point in the learning continuum, but especially from elementary to middle and middle to high school levels.

- **Students can complete successful transitions from school to work and/or further education.**

  Students require learning opportunities and experiences that foster the knowledge, attitudes and skills to enter employment, post-secondary education, or training. The responsibility for providing these learning experiences must be shared by home, school, community, government, business, and industry. Positive attitudes and exemplary performance should be acknowledged throughout the school and work experience.

- **Students are capable of self-satisfying and productive employment.**

  A number of specific strategies can help students master the requirements for productive employment. Beyond basic skills development, students need to identify their interests and capacities. After learning about career options they need to apply career planning and decision-making skills. If appropriately assisted, students can develop attitudes and behaviors that are prerequisites to success in workplaces or future schooling.

- **Students can learn to adapt to a series of transitions.**

  As work and workplaces rapidly change with technological advances and international competitiveness, workers must adapt to new jobs and new ways of performing "old" jobs. Transferable skills are in demand. Critical thinking, problem solving, communication, and interpersonal skills are now among the "survival skills" of the workplace and must be an integral part of the instructional program. The link between learning and earning has become increasingly strong. Life-long learning is no longer first a path to advancement but a factor for survival.

- **Many students need supplemental experiences. Some may need more intensive support to apply school-based learning to post-graduation plans.**

  Despite our best efforts, some students will not connect school-based learning with their own futures. These students require activities that build in experiences within the cultural, social, and employment environments.

- **Transitional activities must be an integral part of the instruction and support programs.**

  Programs must be presented so that students can clearly link what they are learning to real life challenges. Each teacher must contribute to helping students become productive, well-adjusted members of our society. Each teacher must link learning to life.

# THE CRISIS

**A GROWING NUMBER OF STUDENTS LEAVE SCHOOL ILL-EQUIPPED TO MAKE A SMOOTH TRANSITION TO THE WORLD OF WORK OR TO PERFORM SUCCESSFULLY IN POST SECONDARY EDUCATIONAL EXPERIENCES.**

## The Student View

A panel of high school students and recent graduates was asked whether or not it agreed with this statement. All panel members expressed strong agreement .

Additionally, they were asked to respond to the following related questions:

**To what extent was your high school of help to you in your transition to the world of work or post-secondary educational experiences?**

**What could schools do better to assist students in making career decisions and in making a smooth transition to the world of work or post secondary educational experiences?**

Some concerns and comments the panel members expressed were the following:

*"Few, if any, school staff seemed to have time to talk with us."*

*"Parents have a tremendous impact upon shaping students' attitudes towards school and encouraging students to stay in school."*

*"We need more specific skills training--help in learning how what we learn in school relates to the world of work."*

*"Students need more work site experiences earlier in school."*

*"Teachers need to reach out to students more, getting to know them better, and helping them become more aware of specific skills they will need to pursue certain careers."*

Numerous research studies have validated these concerns. (See Appendix A for more information by the William T. Grant Foundation Commission on Work, Family, and Citizenship: Youth Transition from Adolescence to the World of Work, 1987; and The Preliminary Study on Dropout Reduction of At-Risk Youth, March 1989.)

## The Business View

Transition difficulties of students in the workforce are also well documented. More and more businesses cite difficulties in finding and training qualified applicants.

For example:

> *At the New York Telephone Company, only 20 percent of those taking an operator's test passed.*
>
> *At an advertising company in Minnesota, the applicant pool was generally below the minimum standards in reading and writing.*
>
> *When Mazda moved to Michigan, the company was engulfed by job applications; more than 100,000 people applied for 3,500 jobs. Of the 80,000 people tested by the company, many did not have the basic skills required to qualify for a quality job.*
>
> *A major bank in New England gives prospective tellers a basic Math test. The percentage of applicants passing the test has declined from 70 percent in 1983 to 55 percent in 1987* (Building a Quality Workforce, 1988).

Similar stories emerge in reports released by the U. S. Departments of Labor, Education, Commerce, and other agencies. One common theme is the almost unanimous employer concern that competencies of entry level workers are deficient. These deficiencies often cost them monetarily through waste, lost productivity, increased remediation costs, reduced product quality, and ultimately, in a loss of competitiveness (see Appendix A for additional research findings).

## The Higher Education View

Accounts by higher education institution representatives report increasing numbers of students with low levels of academic preparedness on admissions placement tests. Many freshmen, having performed poorly on entrance exams, are forced to enroll in remedial education classes before regular matriculation. All too often these same students do not complete college. They factor significantly among the growing attrition rates of post secondary educational institutions (see Appendix A for additional research findings).

## HOW SCHOOLS SUPPORT STUDENT TRANSITIONS TO THE WORLD OF WORK AND POST-HIGH-SCHOOL EDUCATION

Transitioning to the world of work is eased when, all through a student's career, adults emphasize that school work is work. The values, attitudes, and habits that make for success in the classroom are the same ones that will eventually make for success in the workplace. Collaboration between schools and employers, labor organizations, and other community institutions allows classroom learning to expand.

The Pupil Services Program plays a pivotal role along with parents and community in all aspects of student transitioning. Pupil Services programs contribute to a student's transitioning by fostering a learning environment where students acquire needed health, personal, interpersonal, academic, and career develoment competencies. Mastering these competencies are critical for student transitioning throughout a lifetime. For more information on pupil services see the Maryland Pupil Services Resource Handbook.

By linking with the home, schools are better able to help students learn the new skills, attitudes, and habits they need for the future. These school-family connections include helping families increase their effectiveness in aiding their children's career awareness. Considerable use of field visits, classroom visitors, and external community service projects are viable alternatives to the traditional classroom setting. Teachers help student transitioning when they explain the career relevance of subject matter and then integrate content of several academic subjects in a context of productive employment-related activities. Playing at operating and patronizing a grocery store, running a newspaper or other community functions are examples of such an integration. During each developmental stage special transitioning activities need to be available to students.

Early Learning Years. School transitioning activities during the early learning years involve the development of values, the beginning of guided exploration, the ability to work productively in groups, and the development of decision-making skills. It is during this period that the development of sound work values and positive attitudes toward work germinate. Students need experiences with the growing world of technology. Career awareness activities begin with helping children become aware of the existence of work and workers, the role both play in life and society, and that someday the child will be a worker. Developmentally the child is experiencing an emerging awareness of the world outside the home and the neighborhood. Career awareness, therefore, merges into that growing social awareness.

Middle Learning Years. During the middle learning years young adolescents turn inward to examine the self in relation to the broader society. Career awareness becomes career exploration. Students explore their talents, abilities and interests, alternative lifestyes and the occupations that are compatible with those lifestyles. Although it is impossible to become familiar with all of the myriad of available occupations, students are encouraged to explore broad categories such as those of the health sciences, technology, construction industry, and office occupations.

High School Years. During high school, adolescents make numerous decisions. Choice of friends, personal characteristics, courses of study, continuance in school, and early jobs are some of those decisions. Decision-making skills help students making personal and career choices. It is also a time of preparation for the next transitions--jobs, college, the military, marriage, and so forth. Familiarization with labor market dynamics becomes important. Additionally considerable effort should continue to break down occupational stereotypes as well as stereotypes by sex and race.

Special Intervention Activities. A growing number of students are not successfully making adjustments throughout school. They may become dropouts. Even though they may complete school, they still may be more likely to face adjustment problems during their post-secondary years. For these reasons, there is a need to intensify transition support experiences for these students by providing:

- Increased exposure to a broad range of cultural, social, and work environments. Additional experiences with occupations and workers outside the youth's experiential realm would support needed career exploration.

- Increased opportunities to engage in one-to one relationships with caring adults who can serve as role models and mentors and who embody and inspire learning and working.

- Expanded outreach activities to involve parents in the educational process at each level of the learning continuum.

- Specialized training/educational experiences as needed (e.g., parent education, English for speakers of other languages, remedial education, drug abuse and AIDs education).

- Expanded self-esteem and team-building activities.

- Help in identifying and accessing services from agencies/organizations related to adjustment during unique transition phases (such agencies as social services agencies, family support centers, child care facilities, financial aid agencies, health care institutions, and drug rehabilitation programs and services).

- Extended day, weekend, summer and other nontraditional opportunities that focus on skill development, practice, and application.

- Experiential learning alternatives to the traditional classroom setting that more closely link skills application with academic instruction.

- Non-threatening, positive learning environments which allow for experimentation, trial and error, frequent rewards, and celebrations of success. Feedback on performance of assigned tasks should be frequent and allow for assistance in examining mistakes and failures in a constructive manner without personal ridicule.

Implementation of many of these special intervention strategies in a comprehensive, year-round program is currently being demonstrated through Maryland's Tomorrow. A dropout prevention initiative and business-education partnership, Maryland's Tomorrow seeks to provide the special support and assistance needed to help at-risk youth meet academic expectations, graduate from high school, and make successful transitions to post-secondary education and/or work. Maryland's Tomorrow, while a promising educational practice, is serving a limited number of students in need of supplemental services. Similiar comprehensive strategies need to be developed for extensions to middle schools and schools not currently participating in the Maryland's Tomorrow program.

Appendix B highlights several available programs that support student transitioning.

## WHAT RESPONSIBILITY DO SCHOOLS HAVE TO THOSE WHO DROP-OUT?

Approximately 900,000 Maryland adults lack a high school diploma. Nearly half this number either did not attend school or left prior to the ninth grade. As workforce demands have shifted from manual labor to jobs requiring good basic skills ability, strong interpersonal skills, and higher levels of school completion, more and more of these individuals find themselves unable to retain their jobs and/or unable to be upwardly mobile.

A serious question we need to pursue is, "What is the school's responsibility to these people?" What should be the school's role in providing for the re-entry of these persons into the educational system to again pursue high school credentials? Is this not the unfinished business of public education? While students up to age 21 may re-enter school and continue the their high school program or pursue the Evening High School Program. Persons over 21 can enter adult basic education, GED classes, the External Diploma High School Program, or the Evening High School Program, if available. These programs generally are funded at substantially lower levels than regular K-12 student programs. This inequity results in a limitation onthe numbers of adult students allowed to return to the educational system due to insufficient monies for staff and materials. Now is an ideal time for educational policy decision makers to review the present K-12 funding formula for schools. Guaranteeing resources for non-high school completers should be a priority.

A recently approved appropriation by the General Assembly provides for start-up monies in this area under the theme, "Literacy Works." This initiative is greatly appreciated, but a more comprehensive public education formula with designated funding is needed to institutionalize the commitment .

## THE BOTTOM LINE: MEETING THE NEEDS

Meeting the preventive and intervention transition support needs of Maryland's students will require serious rethinking in the way schools operate. Several areas need to be addressed. In particular are those areas which relate to school policies and procedures, organizational development, curriculum, community outreach, staff development, and student entitlements.

The following recommendations are offered to the Commission for consideration in ensuring adequate provision of transition support services for all students in our schools:

**CURRICULUM FRAMEWORKS SHOULD INFUSE CAREER DEVELOPMENT AT EACH LEVEL OF LEARNING.**

**INDIVIDUAL CAREER DEVELOPMENT PLANS SHOULD BE MEANINGFULLY DESIGNED, IMPLEMENTED AND UPDATED FOR STUDENTS AT EACH LEVEL OF THE LEARNING CONTINUUM.**

**INCREASED PARENTAL INVOLVEMENT SHOULD BE GIVEN PRIORITY IN ALL ASPECTS OF TRANSITION SUPPORT EFFORTS.**

**EACH SCHOOL SHOULD DEVELOP A COMPREHENSIVE STRATEGY FOR CAREER AND EMPLOYABILITY DEVELOPMENT BASED ON LOCAL NEEDS AND INPUT.**

**CONSIDERATION SHOULD BE GIVEN TO EXPANDING CERTIFICATION REQUIREMENTS. AT LEAST ONE CAREER EDUCATION COURSE SHOULD BE COMPLETED BY ALL TEACHERS, COUNSELORS, AND ADMINISTRATORS OR EXTENSIVE STAFF DEVELOPMENT SHOULD BE PROVIDED.**

**MORE PUPIL SERVICES SUPPORT SHOULD BE PROVIDED THROUGH A REDUCED RATIO OF STUDENTS TO PUPIL SERVICES STAFF (E.G., COUNSELORS, PUPIL PERSONNEL WORKERS, SCHOOL PSYCHOLOGISTS, AND HEALTH PROFESSIONALS).**

**RESOURCES SHOULD BE MADE AVAILABLE TO INCREASE TEAM BUILDING AMONG ALL SCHOOL STAFF. THIS WOULD CONTRIBUTE TO IMPROVING OVERALL PUPIL SERVICES EFFORTS.**

**STATE AND LOCAL EDUCATION AGENCIES SHOULD RE-EXAMINE POLICIES AND PROCEDURES THAT MAY CAUSE BARRIERS TO STUDENT ACCESS TO SERVICES. THIS WILL HELP STUDENTS OVERCOME SPECIAL TRANSITION CHALLENGES.**

**PROGRAMS AND PROJECTS SHOULD BE DEVELOPED AND IMPLEMENTED TO SUPPORT EFFECTIVE TRANSITIONING. A MECHANISM SHOULD BE PROVIDED FOR REPLICATION OF THOSE PROGRAMS AND PROJECTS.**

STUDENTS SHOULD BE ENSURED ONGOING OPPORTUNITIES FOR DEVELOPING AND REFINING THEIR SKILLS IN THE USE OF EMERGING TECHNOLOGIES.

A RE-EXAMINATION OF THE K-12 PUBLIC SCHOOL FUNDING FORMULA SHOULD BE DONE TO GUARANTEE EDUCATIONAL OPPORTUNITIES FOR INDIVIDUALS RETURNING TO SCHOOL TO EARN THEIR HIGH SCHOOL DIPLOMA, REGARDLESS OF THEIR AGE.

JOINT PROGRAMS SHOULD BE DEVELOPED FOR STUDENTS WITH BUSINESSES AND COMMUNITIES, SUCH AS MENTORING, COMMUNITY SERVICE, AND WORK EXPERIENCE ACTIVITIES.

# APPENDIX A

## Highlights of Research

# RESEARCH

"The successful [youth] will enter [the workforce] with self-esteem and self-confidence. Home environment is probably the single most important contributor or deterrent to preparation for the world of work. He or she will have been encouraged from infancy to try new experiences and succeed in them. Parents, siblings, and other influential people in his or her life will have been encouraging and the environment will have offered opportunities to experiment and to succeed, and therefore to presume further success...It is in the family circle that most children and youth receive the acculturation that more than anything else determines their ultimate success or failure in the labor market. ..a youth cannot perceive himself or herself in an occupation or a work role of which the youth is unaware. Whether the child perceives employment to be an appropriate and essential role will effect how the youth approaches the labor market. If one is to assist youth to improve their attitudes toward work and to make appropriate decisions related to work, not just to obtain an immediate job but to increase chances for a successful working career, understanding the process of career development is necessary." (*Youth Transition from Adolesence to the World of Work*, 1987)

Another study of 540 students addressing dropout reduction of at-risk youth states, "Regardless of setting, large numbers of students perceived that schools should give more attention to career planning. Ratings ranged from 49% to 63%. All students seem to be concerned about how their studies relate to the world of work..A caring school faculty is a major concern for most urban students (as expressed by the 60% level of concern indicated)." (*Collaborative Study on Dropout Reduction of At-Risk Youth, March 1989*)

The implications of these findings are far-reaching. Our nation is at an important crossroad, with serious investment in human capital needed to meet the challenges of the 21st Century. As schools focus on the transition years, they must consider the context in which these transitions are to be made. Schools must employ strategies to prepare our young people to respond effectively to present and emerging factors, such as those related in the Hudson's Institute's Workforce 2000 and Opportunity 2000 reports, and other landmark policy papers.

**1. Jobs are Changing.**

Growth jobs in the U. S. during the next decade will be centered in high skill, professional, and technical professions. While service sector jobs will increase, those in manufacturing will decrease. Unskilled labor opportunities will be greatly diminished, with underdeveloped countries in the "global market" performing a greater share of the unskilled work and assembly-line production at a much cheaper rate. Technology is upgrading the skills needed for most jobs, thereby requiring more complex and transferable skills among workers. "Increasingly, America's future depends more on brains and less on manual labor" (National Alliance for Business Report, 1988).

**2. Workforce Demographics are Changing.**

The number of young workers aged 16 to 24 will decrease substantially as the need for new workforce entrants will double. The number of females and immigrants in the workforce will continue to rise substantially. The economy becomes, therefore, increasingly dependent on populations who historically have had the poorest education and/or the greatest needs for support services to enter and maintain employment.

### 3. There is a Growing Mismatch between Workplace Needs and Workforce Capacities.

With the new jobs created requiring more complex, technical, and transferable skills among workers, and with new entrants largely from populations that have historically had social, personal, and educational barriers to employment, many needed jobs will remain unfilled or will be assumed by individuals without the skills and preparation to maintain workplace competitiveness. With fewer unskilled work opportunities, competitiveness will be keen, thus driving wages down. With high-skilled jobs on the increase, shortages of prepared workers will exist, thus bringing salaries up. "The social consequences of this are clear." (Bunstin, 1988). Growing polarization will occur between the top and bottom halves of the workforce. The economic consequences are also clear in terms of America's capacity to maintain its status in a global economy.

# APPENDIX B

## Programs listed alphabetically

*Student: Pupil Services/Social Services*

## "A CLASS ACT" ADVISORY PROGRAM

Faculty advisors to students provide academic support to students.

Martina Gordon-Thompson
Richard Montgomery High School
250 Richard Montgomery Drive
Rockville, Maryland 20866
(301) 279-8400

### Program Description

Feeder schools, parents, administrators, and the students themselves make referrals to the advisory program. Ninth graders are targeted because they have more time to benefit from the program. Teachers and other school staff volunteer to be an adviser/friend to individual students with the stated goals of reducing alienation, improving self-concept, and achieving success in the high school setting.

*Student: Vocational/Career Preparation*

## CAP: BOSTON MOUNTAINS EDUCATIONAL COOPERATIVE'S CAREER AWARENESS PROGRAM

Provides an instructional link between careers and basic academic skills.

Jeanie Leffler
Project CAP Director
P.O. Box
13 Greenland, Arizonia 72737

### Program Description

The CAP Program helps students realize the connection between the basics of the class curriculum and the aspects of many different jobs. Packaged learning activities provide students with a means to practice academic skills with a job-related scenario. One example might be teach children about metrics and measurement as it applies to a land surveyor's job. This "career story" would be integrated into the math program.

## CAREER ASSESSMENT AND PLANNING

A self-management training program.that helps students adjust to high school.

Allen Johnsten
Project Coordinator, Career Assessment and Planning
Goodwin Heights Public Schools
15 West 36th Street
Wyoming, Montana 49508
(616) 245-0461

### Program Description

Designed to help 9th graders adjust to high school and later to the working world by providing them structured lessons in study habits, decision making, goal setting, and other self-management topics. This program aims to help students be better prepared to manage their high school and chosen vocational careers.



## CITY AS SCHOOL: CAS

An alternative high school approved for at risk adolescents in grades 9-12 with a high rate of truancy, lack of motivation, and an increased sense of isolation.

Marie Reilly
City As School
16 Clarkson Street
New York, New York 10014
(212) 645-6121

### Program Description

CITY AS SCHOOL is an alternative diploma-granting high school which provides students with learning experiences related to business, civic, cultural, political, or social areas. The underlying concept is that the world of experience can be joined with the world of learning. Instead of attending class in one building, students move from learning experience to learning experience and receive academic credit for each experience successfully completed.

Teachers are utilized as resource coordinators and teacher advisors. Each teacher advisor holds weekly orientations, seminars, class meetings, and is responsible for individual meetings with students/parents and writing college evaluations. Resource coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring student progress, responding to students' problems at resources and registering students., Visits to site.

Provisions for transporting students to the site is needed, as are school support services.

## CERES: CAREER EDUCATION RESPONSIVE TO EVERY STUDENT

A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a work mode.

Dr. M. Robert Adkinson,
Superintendent Ceres School District
2503 Lawrence Street
Ceres, California 95307
(209) 538-0148

### Program Description

CERES is a comprehensive career education infusion program for grades K-12 which provides students with basic academic and employability skills necessary for competent, productive performance while in school and after leaving. Tailored to the developmental ages of students, the objectives are that students will identify and practice responsible work habits, acquire knowledge of diverse occupations, and apply basic skills to career decisions and actions.

CERES materials are self-contained and flexible, and may be used by any teacher with students of various abilities, including special education and high-risk youth.



## EXPERIENCE-BASED CAREER EDUCATION: EBCE

A competency-based alternative program that uses the entire community as a school.

Ted Kildegaard
EBCE Dissemination Project
National Experience-Based Career Education Association
3220 Sacramento Street
Berkeley, California 94702

### Program Description

Learning in EBCE is accomplished through carefully planned activities that utilize the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness. Teachers become coordinators of student learning and help students select and use community sites from various fields as resources to meet curriculum objectives. Information about the resources and related learning activities are made available to students. Preliminary exploration is followed by intensive visits to resources. Using these experiences, students complete individualized projects they design under staff supervision that incorporate specific academic life skill and career development objectives. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business and labor.

*Community: Vocational/ Career Preparation*

## FAMILY SUPPORT CENTERS

*A program that develops community-based support services for adolescent parents and their families.*

Rosalee Street, Executive Director
Friends of the Family, Department of Human Resources
2300 North Charles Street, 5th Floor
Baltimore, Maryland 21218
(301) 467-2556

Family Support Centers give assistance to teen parents, their mates, and relatives of teen parents. They provide community support services that help prevent unwanted pregnancies among adolescents, assist adolescent parents in becoming better parents, and help adolescent parents remain in school while preparing for employment.

Assistance for enhancing parenting skills, health care and family planning, and diagnostic and assessment services for parents and children are among a core set of support services provided to teen parents as a part of this initiative. Other services available include temporary child care, peer support activities, educational opportunites such as GED classes, and job preparation and skill development to prepare for employment.

Family Support Centers employ three intervention strategies in their delivery system. A strong technical assistance component is essential. A network of 11 centers has been developed to strengthen parent-child relationships and build cohesive program support. In addition, flexibility has been built into the initiative that allows staff to respond to the changing needs of families, as well as to nourish partnerships between the public and private sector. These strategies seem to work because the principles of family support, partnership in decision-making, and flexibility have been maintained throughout the process. Initial results indicate that this is a successful program.

*Community: Academic Assistance/Remediation*

## FIRST: INSTRUCTIONAL INSERVICE TRAINING

Literacy programs that uses volunteer tutors to help adults sixteen and older whose reading level is less than 4.0.

Deborah H. Piggins
Director, Project FIRST
Division of Community Education
Middlesex Community College
341A George Street
New Brunswick, New Jersey 08901
(201) 249-7987

**Program Description**

Trained tutors provide one-to-one assistance to low-level adult readers. Designed to be easily integrated into ongoing Adult Basic Education projects.

*Student: Pupil Services/Social Services*

## FAR: FRESHMAN ATTRITION REDUCTION

An Intervention strategy to help reduce the dropout rate of college freshmen.

Ms. Mary C. Miller
Counseling Department
Delaware State College
Dover, Delaware 19901
(302) 736-3346

**Program Description**

Freshman students are provided information regarding academic and non-academic factors for success in college. All freshmen are required to register for a course designed to improve self-concept, study attitudes, and educational values. The goal of this program is to identify possible dropouts and intervene early enough to help high-risk students succeed in a college setting.

*Student: Schools of Choice*

## HSC: HIGH SCHOOL IN THE COMMUNITY

Alternative secondary school.

Matt Berenstein
High School In The Community
45 Nash Street
New Haven, Conneticut 06511
(203) 787-8635

**Program Description**

This program provides an alternative to the traditional school experience of regulated curricula, specified letter grading systems, and suggested teaching methods. HSC helps students plan their own schedules, provides them with descriptive feedback of their work, and allows students to participate in decisions about their education. The goal of this program is to create a sense of shared responsibility and involvement for the student.

*Community: Vocational/Career Preparation*

## JOB TRAINING PARTNERSHIP ACT (JTPA)

Program components include vocational/educational assessment, pre-employment skills and vocational counseling and vocational training.

Irene Penn
Chief, Career and Employment Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2426

### Program Description

Provides job training and literacy services to participants through direct service or referral. Also job placement and OJT is available to eligible individuals.

*Student: Academic Assistance/Remediation*

## MARYLAND ADULT BASIC EDUCATION PROGRAM (ABE)

A program focusing on literacy instruction.

Charles Talbert
Chief, Adult and Community Education Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2361

### Program Description

The Adult Basic Education Program provides instruction for out-of-school youth over 16 years of age. Classes are offered to students who are functioning below high school level ability. Classes also are offered for foreign-born adults who need skills in English as their second language (ESOL).

*Community: Vocational/Career Preparation*

## MARYLAND ADULT GENERAL EDUCATION (AGE)

Provides opportunities in secondary education and adult functional skills offerings.

Charles Talbert
Chief, Adult and Community Education Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2361

**Program Description**

Courses are offered in the following areas: functional skills; secondary education, including GED (General Education Development); individual, parenting, home, family, and community life; and career/pre-vocational exploration

*Community: Vocational/Career Preparation*

## MARYLAND COMMUNITY COLLEGES

There are 17 community colleges serving youth and adults through educational programs.

Maryland State Board of Community Coleges
Georgetown Plaza Suite 210
Annapolis, Maryland 21403
(301) 974-2881

**Program Description**

Job placement/career development programs are offered at community colleges. In addition, individuals whose skills are less than college level are given the opportunity to attend developmental courses.

*Community: Vocational/Career Preparation*

## MARYLAND'S EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP)

Program leading individuals to high school diploma.

Mary Corley
Chief, General Education Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2280

**Program Description**

The Adult External High School Diploma Program provides an alternative means for persons over 18 years of age to earn a Maryland High School Diploma. The program is a competency- based, applied performance assessment process and requires demonstrated skill in basic life skills and vocational/ occupational knowledge.

## MARYLAND'S EVENING HIGH SCHOOLS

Program based on acquisition of Carnegie units to meet graduation requirements.

Charles Talbert
Chief, Adult Education and Community Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2361

### Program Description

Courses offered in the evening following the regular day program course curriculum. Students with day work obligations benefit from this option of completing high school at night.

*Students: Academic Assistance/Remediation*

## MARYLAND'S TOMORROW

An innovative program for dropout prevention.

Marion Pines
Senior Fellow,
Institute for Policy Studies
Johns Hopkins University Shriver Hall,
Charles and 34th Streets
Baltimore, Maryland
(301) 338-7169

Irene Penn
Branch Chief
Career and Employment Development
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
(301) 333-2423

### Program Description

Maryland's Tomorrow, a joint effort between public agencies and the private sector, is based upon higher expectations for our youth in academic achievement, school completion, and successful transition to the workplace. Its goals are to improve school attendance, increase skills competency, increase the number of high school graduates, and increase the number of those going on to post-secondary education and employment.

This program offers the following services, with the goal of high school graduation for all Maryland students:

1. Basic skills remediation through computer-assisted tutoring and summer learning programs.
2. Work exposure and experience from career exploration, community service, and vocational training.
3. Motivation, leadership, and character development.
4. Student support systems: mentors, advocates, peer support groups.
5. Transition services, such as junior year on campus and apprenticeships.

*Student: Pupil Services/Social Services*

## MENTORING PROGRAM FOR HIGH SCHOOL STUDENTS

Mentors provide instructional support and guidance to high school students.

Karen Craney
Bethesda-Chevy Chase High School
4301 East-West Highway
Bethesda, Maryland 20814
(301) 654-5264

### Program Description

This mentoring program uses a basic 'one-on-one' design. Teachers/mentors usually work with one to three students. Mentors meet with the students either before and/or after school or during lunch. By checking report cards and talking with the student's teachers, the mentors monitor academic progress and attendance. Tutoring is a way that mentors provide instructional support. Mentors also explore problems with their students and discuss strategies for dealing with academic failure, smoking, drugs and alcohol, study skills, procrastination, and family pressures.

*Student: Pupil Services/Social Services*

## PROJECT PAYOFF

Support program to encourage student participation in pre-honors and honors programs.

Karen Rabin
Parkland Junior High School
4610 West Frankfort Drive
Rockville, Maryland 20853
(301) 871-6420

### Program Description

The purpose of this project is to create the participation and success of students in honors and pre-honors courses, with a particular emphasis on minority students. There are two major components: The Summer Enrichment Program and the School Year Nurturing Program. In the Summer Enrichment Program, identified students spend 12 half-days together. The purposes are to motivate students to attempt pre-honors programs; to promote team building; to increase higher-order intellectual skills in mathematics, reading comprehension, and writing; to establish positive peer support groups; and to increase self-confidence. In the School Year Nurturing Program, students continue to meet on a regular basis in their home schools with the teacher from the summer program serving as mentor to the group.

## SPECIAL NEEDS PROGRAM

This program was designed for students who are absent from school a minimum of 25 percent of the time.

Jerome Lynch, Principal
Wood Junior High School
14615 Bauer Drive
Rockville, MD 20853
(310) 460-9393

### Program Description

The goals of this program are to increase student attendance and academic achievement. A structured, small-classroom atmosphere; special motivational strategies; one-to-one instruction; and daily monitoring are program components. Students stay with one teacher four periods a day and are mainstreamed for three elective periods. During the middle of the day, the teacher is free to telephone or visit parents of these students, or to provide transportation where needed. Student tasks are geared to their level of ability to assure success and promote self-esteem.

Community agencies are enlisted to serve as resources for this program; motivational strategies such as movies and field trips are also used. In the 18 months this program has operated, attendance by these students has improved and the improvement has continued for most as they entered high school.



## STRENGTHENING OF SKILLS (SOS)

Focuses on organizational and study skills within individual learning styles in preparation for junior/middle school.

Lil Kilgallen
Resource Program Teacher
Fields Road Elementary School
One School Drive
Gaithersburg, Maryland 20879
(301) 869-8660

### Program Description

Listening, note-taking, memory, test-taking, and time management skills are taught in coordination with individual learning techniques. Students become more familiar with their unique learning style preferences in an effort to become more independent and self-confident learners.

*Student: Pupil Services/Social Services*

## TEACHERS SERVING AS GUIDES TO STUDENTS IN EDUCATION (SAGE/MENTOR PROGRAM)

Teachers as mentors to at-risk students.

Barbara Shamp
Coordinator SAGE/Mentor Program
Gaithersburg High School
314 South Frederick Avenue
Gaithersburg, Maryland 20877
(301) 840-4700

### Program Description

One goal of this program is to improve attendance while increasing the student's chances to succeed within a comprehensive high school. This particular program makes use of a packaged curriculum labeled "Quest". Activities include parent participation, abuse prevention, goal setting, and functioning as a responsible adult. Teachers provide support and counseling to students with academic and social problems.

*Student: Academic Assistance/Remediation*

## TEST-MAKING AND STUDY STRATEGIES: "TAKOMA" TEST PREP

Provides motivation and standardized test preparation to minority students.

Marlene B. Hartstein
Reading Specialist
Takoma Park Intermediate School
7611 Tilden Lane
Rockville Maryland 20850
(301) 589-7170

### Program Description

This program motivates minority students and gives them the skills and strategies needed for improved performance on standardized tests. It succeeds in reducing discrepancies between minority and majority test scores. It includes an intensive test preparation schedule which incorporates traditional and innovative methods which match actual differences in learning styles for students who traditionally score low on standardized tests. Students are also tutored in small groups during English classes and/or on a prearranged pullout basis. A reading specialist prepares items of varying degrees of difficulty so that students quickly build skill in reading passages close to or at test levels.